

<p>DT</p>	<p>Bridges Structures</p> <p>The children will construct and explore the different types of bridges and what makes them strong. They will then design, make and evaluate their own bridge and test its strength</p>		<p>Moving Toys Mechanisms</p> <p>The children will use cam mechanisms to design, make and evaluate a variety of stable moving toys</p>		<p>Fashion and textiles Textiles</p> <p>The children will explore how textiles are used in the fashion industry and practise sewing a basting stitch, whip stitch, back stitch. They will sew a hem and design, make and evaluate their own drawstring bags.</p>	
<p>Art</p>		<p>Typography and maps Drawing & Sketchbooks</p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>		<p>Making Monotypes Surface and colour</p> <p>Combine the monotype process with painting and collage to make visual poetry zines.</p>		<p>Architecture: Dream Big or Small? Working in Three Dimensions</p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>
<p>Computing</p>	<p>Digital citizenship- Online safety</p> <p>Make responsible choices when sharing online and understand how this could be used by others Know when and how to get help Differentiate between types of bullying Promote health and well-being with regards to using technology</p>	<p>Digital literacy</p> <p>Continue to develop word processing skills Introduction to databases and graphing Representing data Review, edit and discuss why changes have been made to work Creating work appropriate to audience Computer Aided Design (CAD) Website evaluation</p>	<p>Computer science</p> <p>Focus: Selection / Conditional - using an 'if' statement in a computer program</p> <p>Consolidation of algorithms, program, sequences and repeat To know the difference between an algorithm and a program Plan a program using a repeat command Create a program using a repeat command Predict the outcome of repeat and the implications of reordering the repeat Debug code when the outcome is not as expected Transfer skills between different software</p>	<p>Computer science</p> <p>Focus: Selection / Conditional - using an 'if' statement in a computer program</p> <p>Plan a program for a quiz using selection Create a program for a quiz using selection To develop an awareness of abstraction when programming Predict the outcome of the program and the implications of reordering the code Debug code when the outcome is not as expected Transfer skills between different software</p>	<p>Information technology</p> <p>Research Grace Hopper, Bill Gates & Steve Wozniak; how did they develop technology Search engines, safe searching and copyright Find, save and import images and information from the internet How searching works and how to evaluate a website - 5 W's Reinforce the basics of using technology in our everyday lives. What the internal parts of a computer are and how they work</p>	<p>Consolidation project For Digital Literacy</p> <p>Possible Project ideas: DT - create a new vehicle using CAD design Science - create an eco house using CAD design Literacy/History- Create a diorama scene with 3D figures using CAD</p>
<p>Music</p>	<p>Egyptians (Composing notation)</p> <p>Based on the theme of Ancient Egypt, learn to identify the pitch and rhythm of written notes and experiment with their composition.</p>		<p>South and West Africa</p> <p>Learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.</p>		<p>Blues</p> <p>Look at the famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.</p>	

PE	<p align="center">Swimming Swimming</p>	<p align="center">Swimming Swimming</p>	<p align="center">Swimming Swimming</p>	<p align="center">Eco dance Dance</p>	<p align="center">Handball Games</p>	<p align="center">Athletics Athletics</p>
PSHCE	<p align="center">Being me in my world</p> <p>Face new challenges positively and know how to set personal goals. The rights and responsibilities of being a citizen in their country and school. Rewards and consequences and making choices about their behaviour. How an individual's behaviour can affect a group. Deforestation and it's affect on animals and humans</p>	<p align="center">Celebrating difference</p> <p>Cultural differences and conflict Racism Spreading rumours and name calling- bullying Direct and indirect bullying Compare their life with people in the developing world (value happiness over wealth). Understand a different culture from their own.</p>	<p align="center">Living in the wider world</p> <p>Dreams and goals of young people in a culture different to their own The role that money plays in people's lives (type of house they have, products they buy, where they live). Different jobs people do and how different pay amounts . Credit and debit cards Debt - good money advice The skills required to be 'enterprising'. Enterprisers in the community/wider world.</p>	<p align="center">Healthy me</p> <p>The health risks of smoking and how it affects the lungs, liver and heart. Habits- smoking/drinking and how to stop Risks of misusing alcohol - ASBO, health. Basic first aid How media, social media and celebrity culture promotes certain body types. Food- eating disorders Healthy lifestyles (including mental and emotional health) and the choices they need to be healthy and happy</p>	<p align="center">Relationships</p> <p>Have an accurate picture of who they are as a person in terms of characteristics. Positive/negative consequences belonging to online communities The rights and responsibilities of belonging to online communities/social network/gaming online . Staying safe when using technology and amount of time on devices</p>	<p align="center">Changing me</p> <p>Being aware of their own self - image and body image. How to look after themselves physically and emotionally. Describe how girl's and boy's bodies change during puberty. Identify what they look forward to when they become a teenager and know they have growing responsibilities (age of consent) Identify what they are looking forward to next year in year 6.</p>
RE	<p align="center">What are the five pillars of Islam?</p> <p>Religious and secular beliefs</p>	<p align="center">How can art, architecture and poetry express belief?</p> <p>Religious and secular beliefs</p>	<p align="center">What is important in Jewish life and worship?</p> <p>Worship/places of worship</p>	<p align="center">Why is Easter so important to Christians?</p> <p>Special times/festivals</p>	<p align="center">Why do believers see life as a journey?</p> <p>Religious and secular beliefs</p>	<p align="center">Why do believers see life as a journey?</p> <p>Worship/places of worship</p>
French	<p align="center">In my French house</p> <p>Describe a house, the different rooms and who lives there. Look at prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p>		<p align="center">Planning a holiday in France</p> <p>Learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and research and plan a holiday to France.</p>		<p align="center">A visit to a town in France</p> <p>Learning directional, transport and town vocabulary together with prepositional phrases, describe their journey to school, plan a trip to France and become tourist guides, creating a tourist leaflet, in French, for their own local area.</p>	

